

Wyoming Education Update

July 6, 2011

11:00 am - Noon

Casper, Wyoming

AGENDA

- Welcome and Opening Remarks Superintendent Cindy Hill
- Teaching Update Sheryl Lain, Co-Deputy Instructional Leader
- PAWS Data Superintendent Cindy Hill
- Questions & Answers Wyoming Department of Education Team
- Adjourn



To protect individual student confidentiality, results are not reported for 5 or fewer students and performance percentages are capped at 5% and 95%.

Public PAWS Results - State Level - Aggregated

School Year	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2010-11	03	Math	6730 - 6739	99.5%	2.08%	9.56%	54.88%	33.48%	11.64%	88.36%
2010-11	03	Reading	6720 - 6729	99.6%	5.40%	29.10%	53.39%	12.11%	34.50%	65.50%
2010-11	03	Writing	6720 - 6729	99.5%	1.74%	18.49%	53.59%	26.18%	20.23%	79.77%
2010-11	04	Math	6660 - 6669	99.7%	3.74%	15.21%	54.68%	26.37%	18.94%	81.06%
2010-11	04	Reading	6650 - 6659	99.6%	1.67%	14.73%	54.60%	29.00%	16.40%	83.60%
2010-11	04	Writing	6650 - 6659	99.6%	3.28%	21.77%	49.80%	25.14%	25.05%	74.95%
2010-11	04	Science	6650 - 6659	99.5%	7.08%	38.39%	44.00%	10.54%	45.47%	54.53%
2010-11	05	Math	6690 - 6699	99.5%	4.81%	16.79%	49.02%	29.37%	21.60%	78.40%
2010-11	05	Reading	6680 - 6689	99.5%	2.81%	20.05%	49.93%	27.20%	22.87%	77.13%
2010-11	05	Writing	6680 - 6689	99.5%	2.12%	11.48%	74.91%	11.49%	13.60%	86.40%
2010-11	06	Math	6680 - 6689	99.6%	5.33%	13.99%	54.35%	26.34%	19.32%	80.68%
2010-11	06	Reading	6680 - 6689	99.6%	1.96%	16.94%	57.15%	23.94%	18.90%	81.10%
2010-11	06	Writing	6680 - 6689	99.6%	0.73%	18.85%	44.84%	35.58%	19.58%	80.42%
2010-11	07	Math	6670 - 6679	99.6%	8.48%	17.48%	45.65%	28.40%	25.95%	74.05%
2010-11	07	Reading	6660 - 6669	99.6%	3.14%	26.51%	62.03%	8.33%	29.64%	70.36%
2010-11	07	Writing	6660 - 6669	99.5%	2.00%	25.66%	41.69%	30.66%	27.65%	72.35%
2010-11	08	Math	6510 - 6519	99.5%	9.10%	20.02%	50.48%	20.40%	29.12%	70.88%
2010-11	08	Reading	6520 - 6529	99.6%	3.25%	19.62%	63.16%	13.97%	22.87%	77.13%
2010-11	08	Writing	6500 - 6509	99.4%	1.83%	14.94%	50.07%	33.16%	16.77%	83.23%
2010-11	08	Science	6500 - 6509	99.3%	11.44%	37.89%	41.36%	9.31%	49.33%	50.67%
2010-11	11	Math	6010 - 6019	98.5%	5.20%	30.61%	46.55%	17.64%	35.81%	64.19%
2010-11	11	Reading	6000 - 6009	98.4%	8.21%	18.95%	51.14%	21.70%	27.16%	72.84%
2010-11	11	Writing	5990 - 5999	98.3%	2.35%	17.81%	55.35%	24.49%	20.16%	79.84%

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.

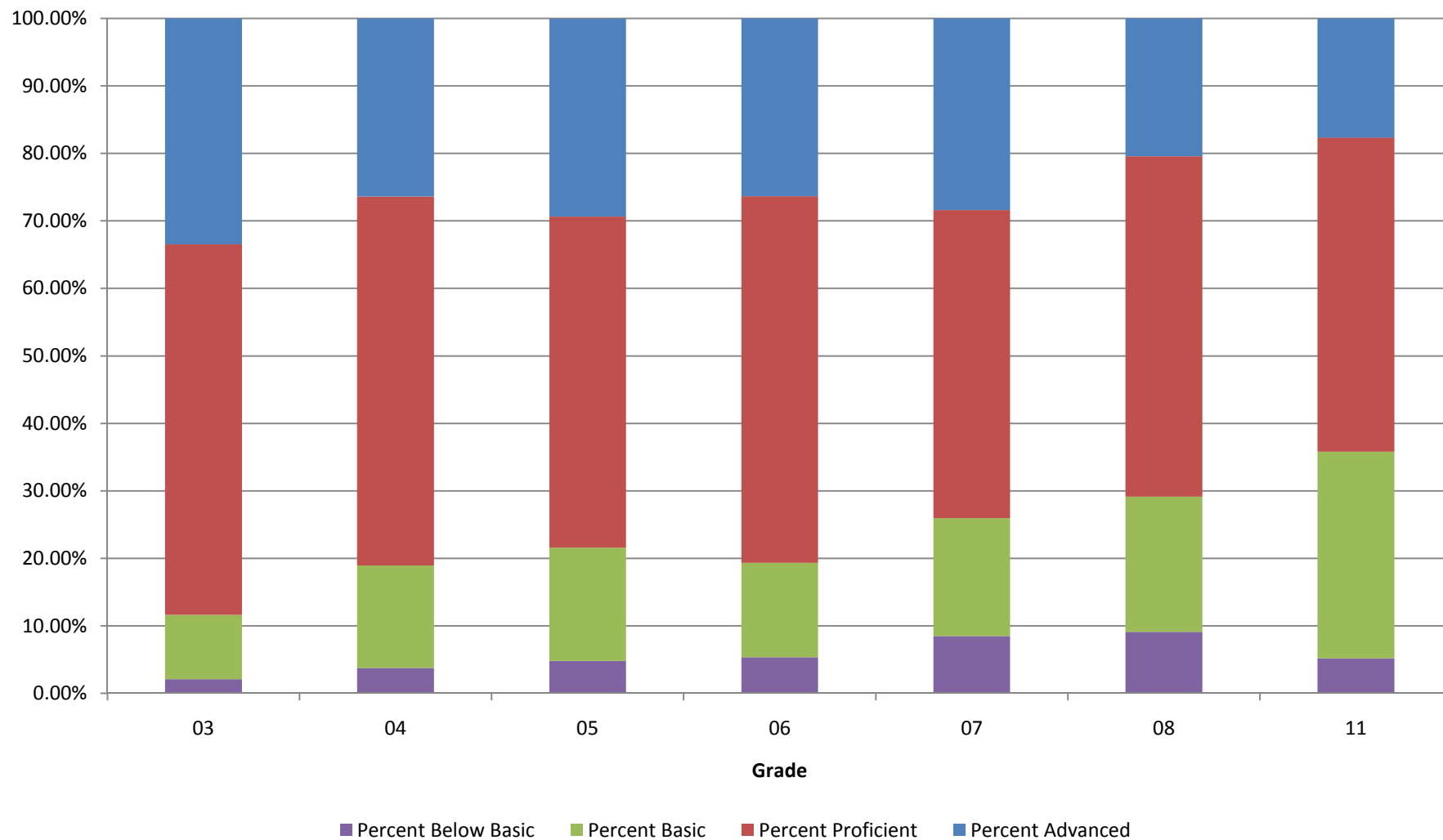
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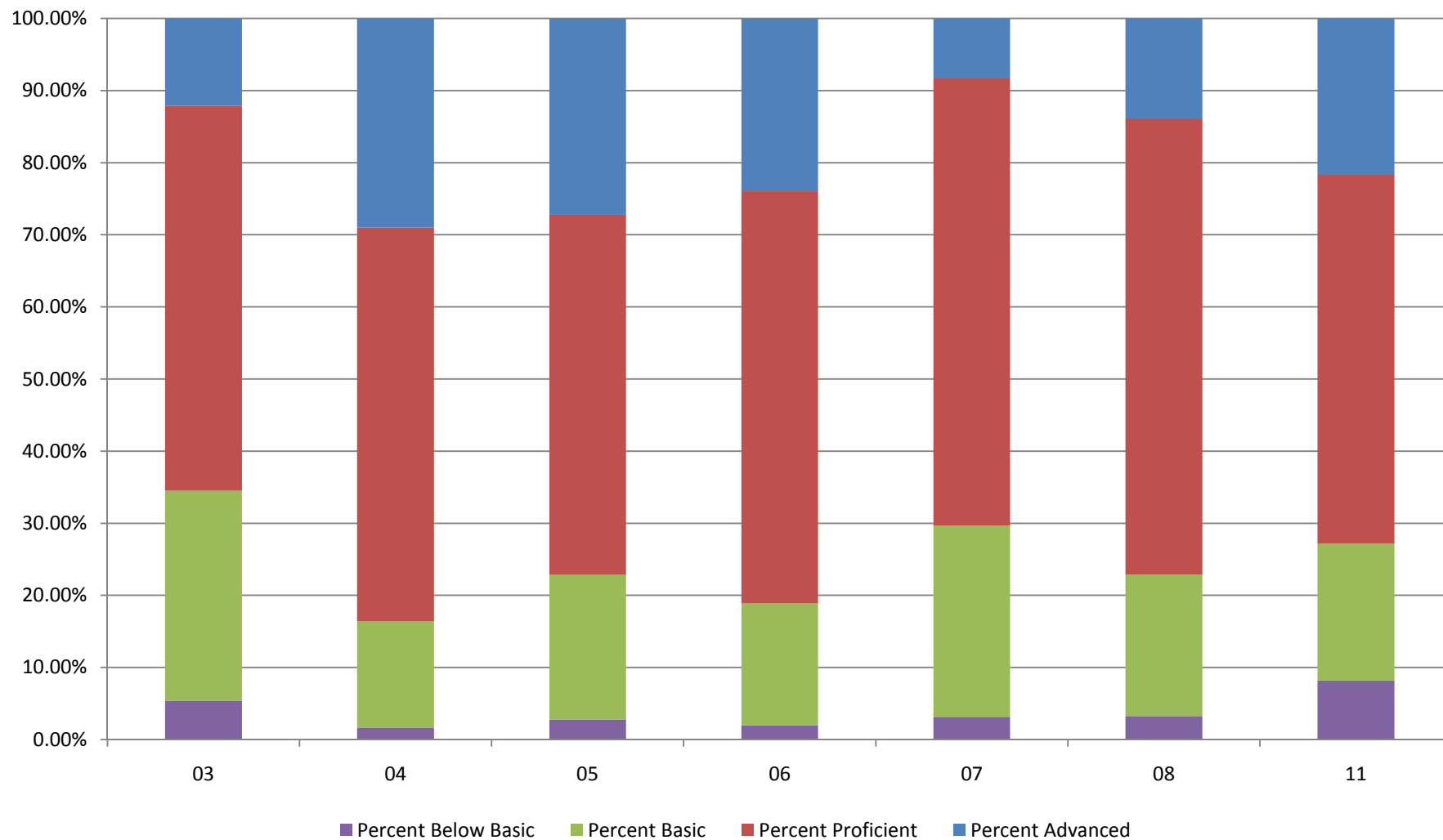
2010-11	11	Science	5990 - 5999	98.1%	16.16%	34.92%	36.59%	12.32%	51.09%	48.91%
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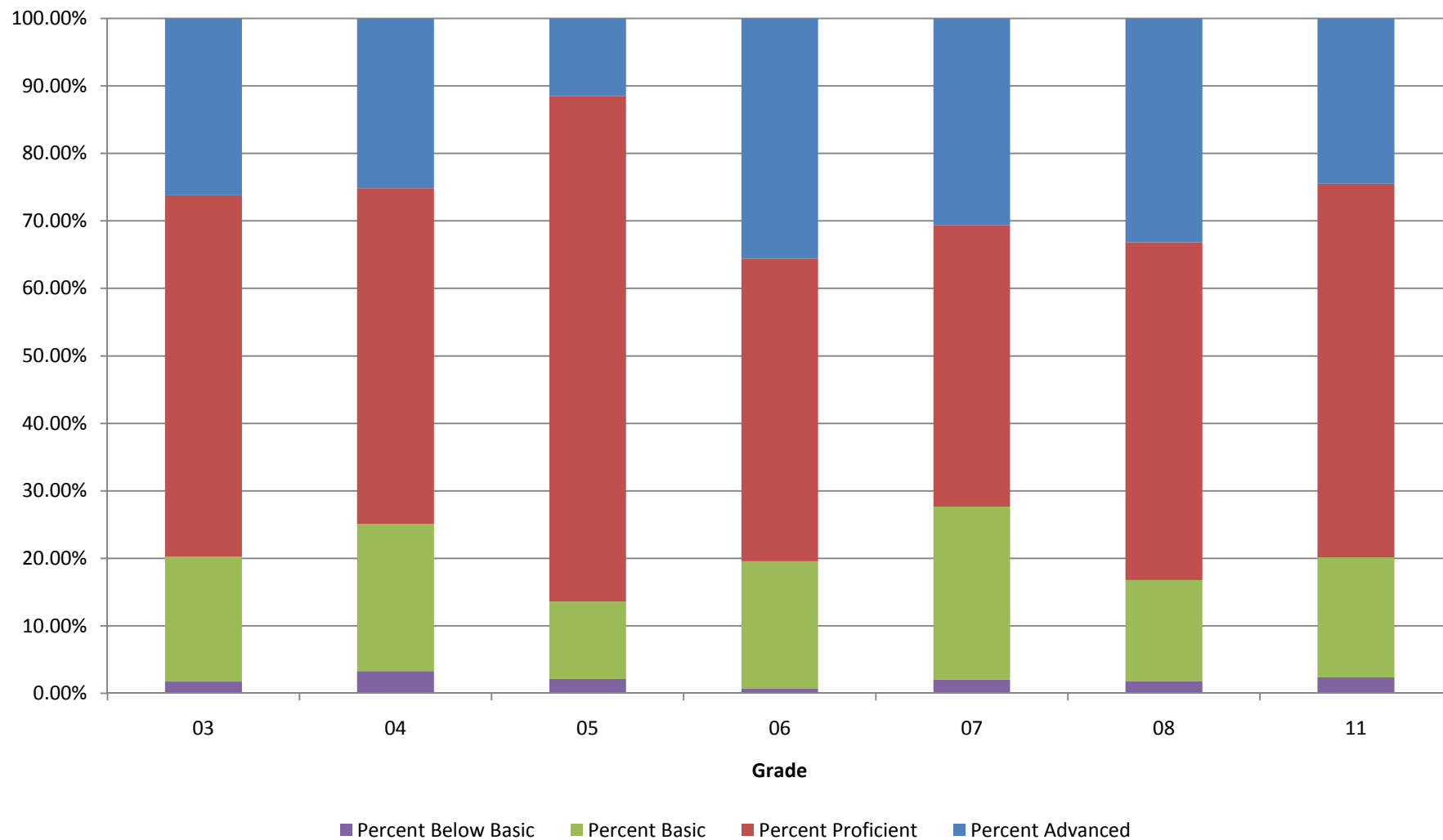
**Wyoming Department of Education
Proficiency Assessments for Wyoming Students (PAWS)
Mathematics
2011**



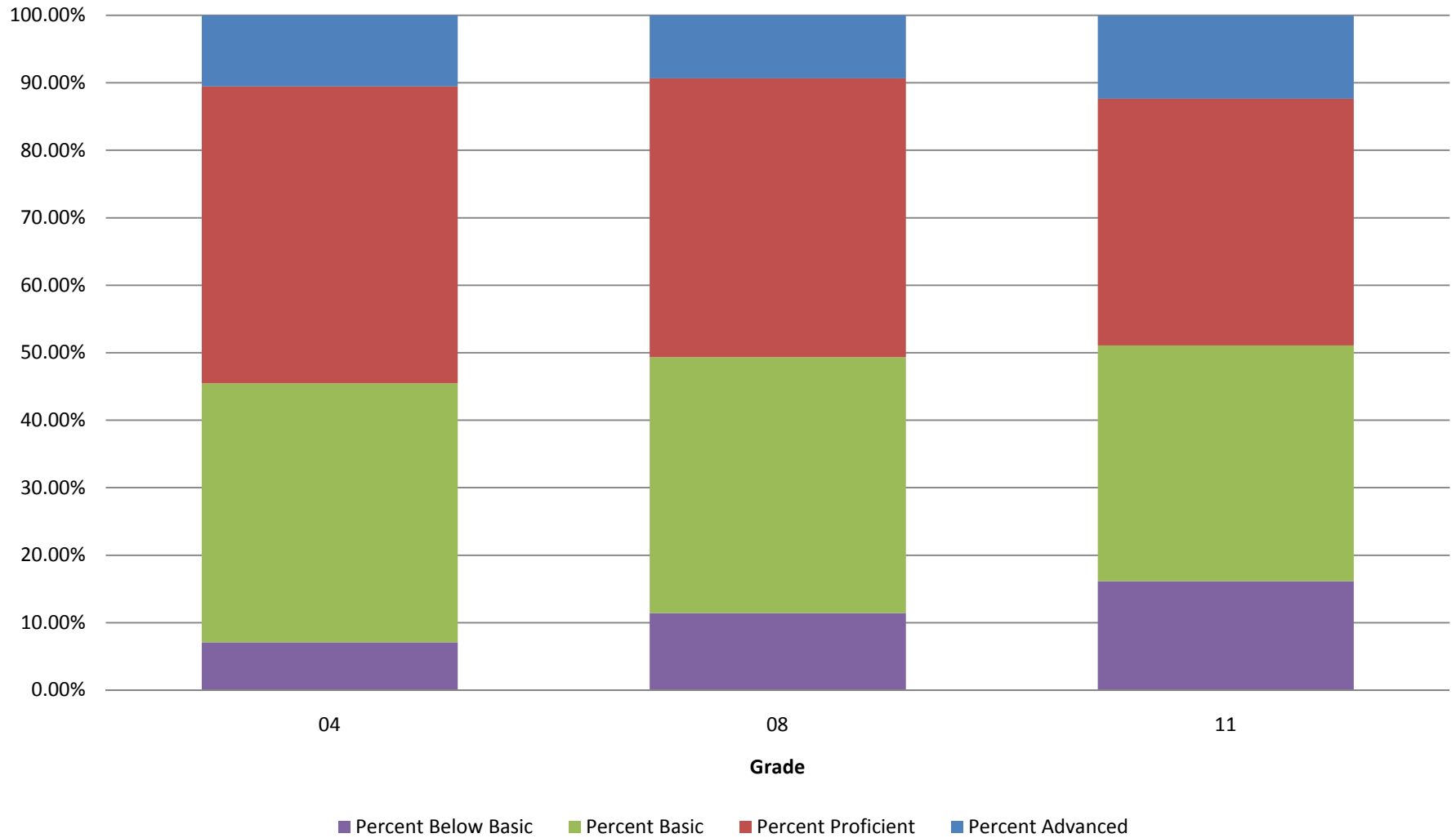
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Reading
2011**



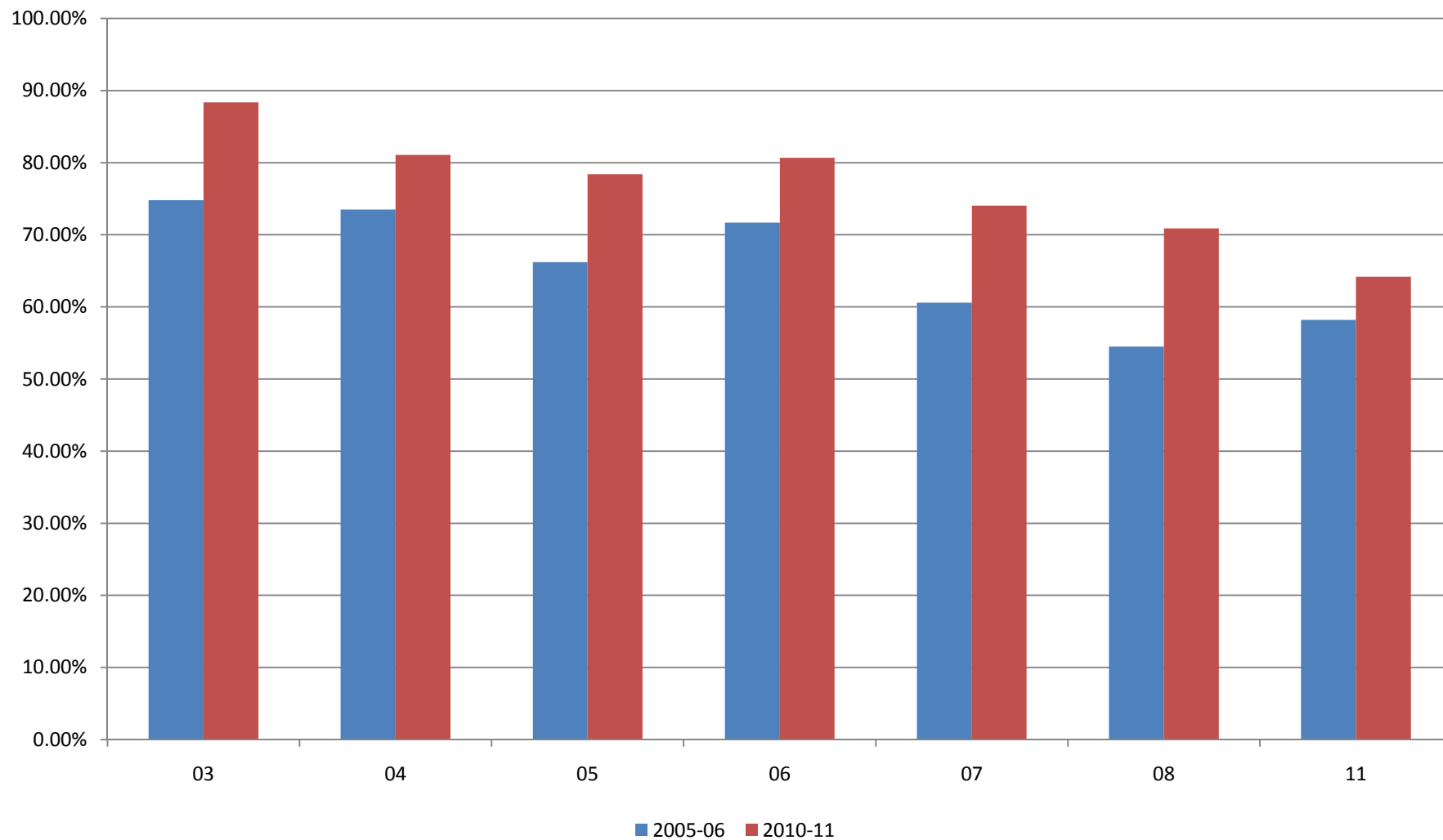
**Wyoming Department of Education
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Writing
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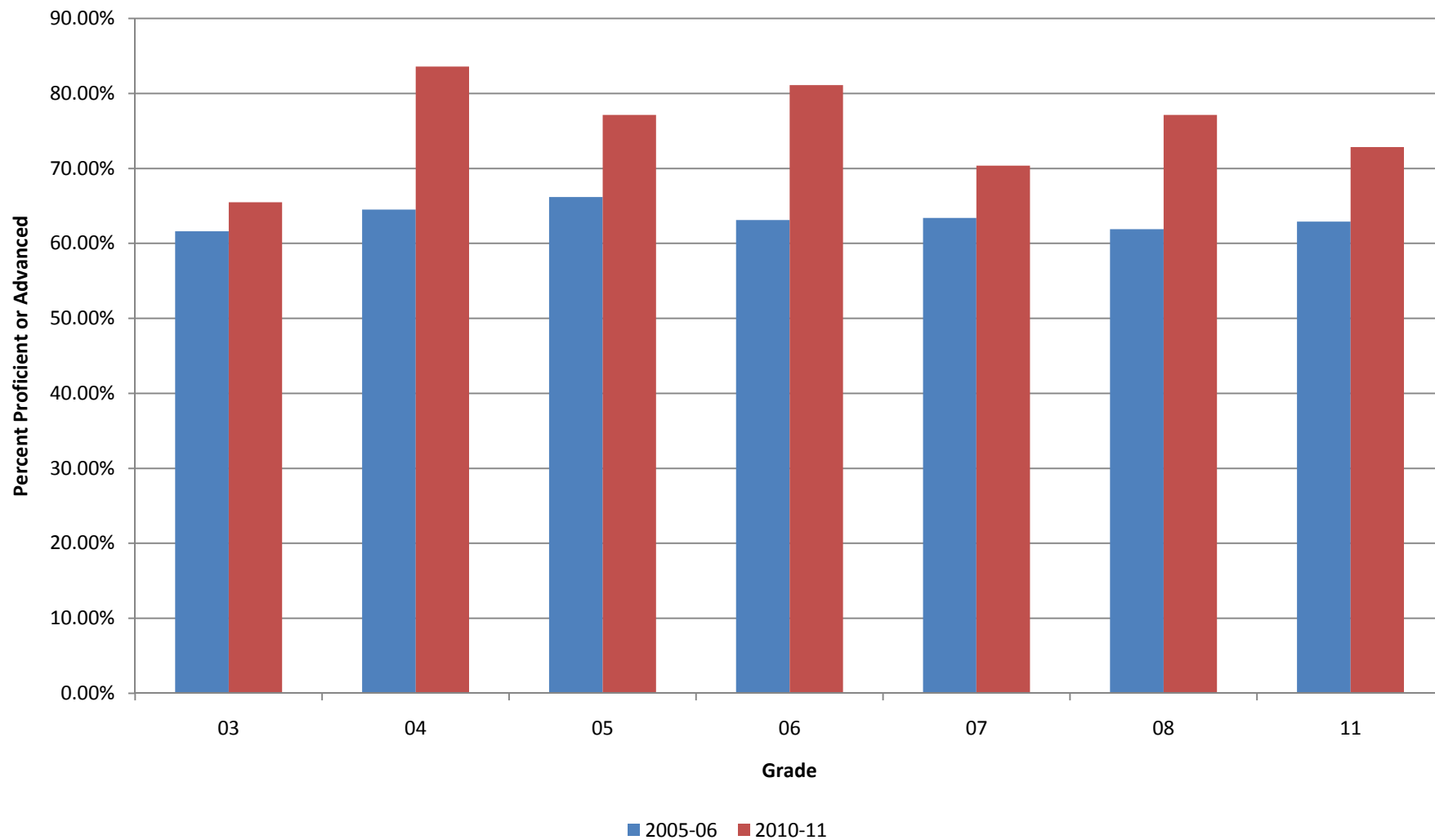
**Wyoming Department of Education
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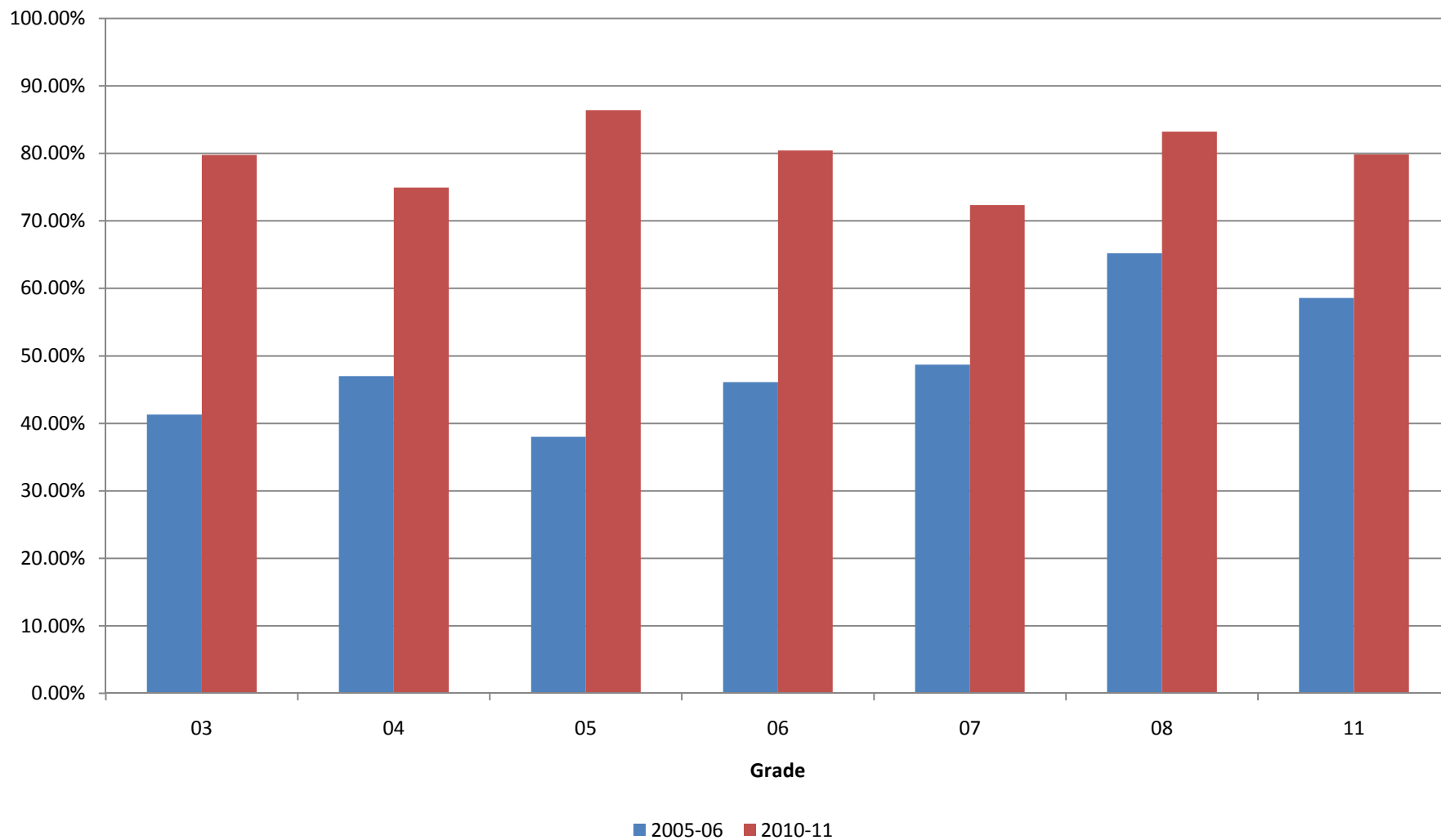
**Wyoming Department of Education
Proficiency Assessments for Wyoming Students (PAWS)
Mathematics
2006 vs. 2011**



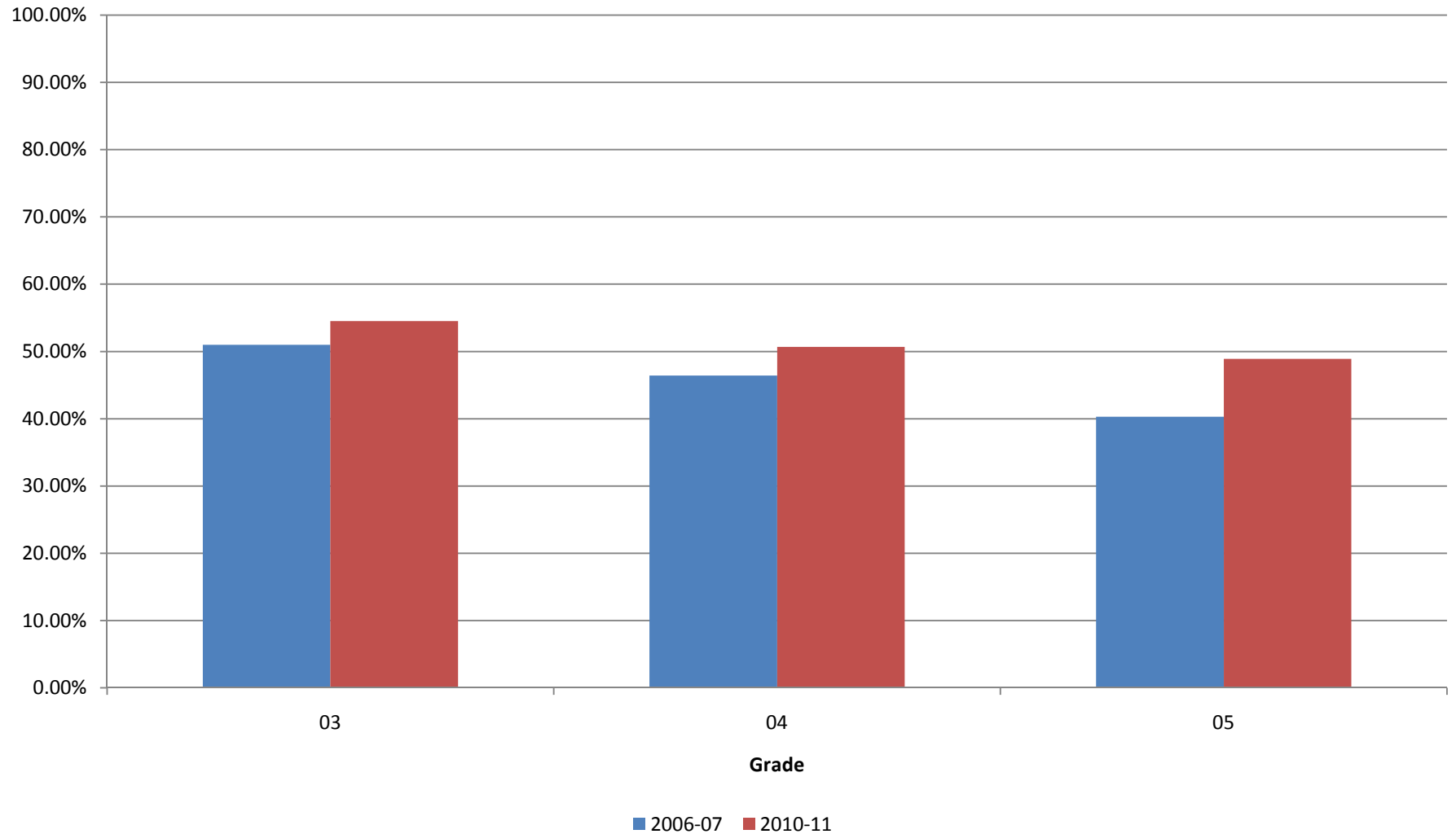
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**Wyoming Department of Education
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**Wyoming Department of Education
Proficiency Assessments for Wyoming Students (PAWS)
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2006 vs. 2011**



2011 Summer Camp

Best Western Ramkota Hotel, Casper
August 2nd-5th, 2011

SPECIAL GUESTS:

Richard Allington,
Samantha Bennett,
Ben Mikaelson, &
James Popham

To **register**, visit the **Featured Events**
button on the WDE home page of the
website: edu.wyoming.gov

Glimpse of Scheduled Events:

Keynote: Superintendent Cindy Hill

Aug. 2 – Aug. 3 noon: Federal Programs

Theme: Updates and Best Practices

Ongoing federal guidance and updates, Grants Management System helpdesk and discussions, and specific program Directors meeting.

Aug. 3, 1:00 p.m. – Aug. 4: Technology

Theme: Education and Technology

Join a facilitated, small group session designed to stimulate a discussion about how to develop a vision that utilizes technology now and into the future.

Aug. 3, 1:00 p.m. – Aug. 4: Principal Academy

Theme: “Growing Leaders Around Reading” and
“Support for New Leaders through Mentoring”

How to get ahead of accountability and evaluation for teaching and learning success, mentors for new principals, “look fors” for reading success, PAWS 3+8, understanding the assessment for teachability, and virtual share outs from successful Wyoming Leaders.

Aug. 4, 1:00 p.m.– Aug. 5: Teacher Academy

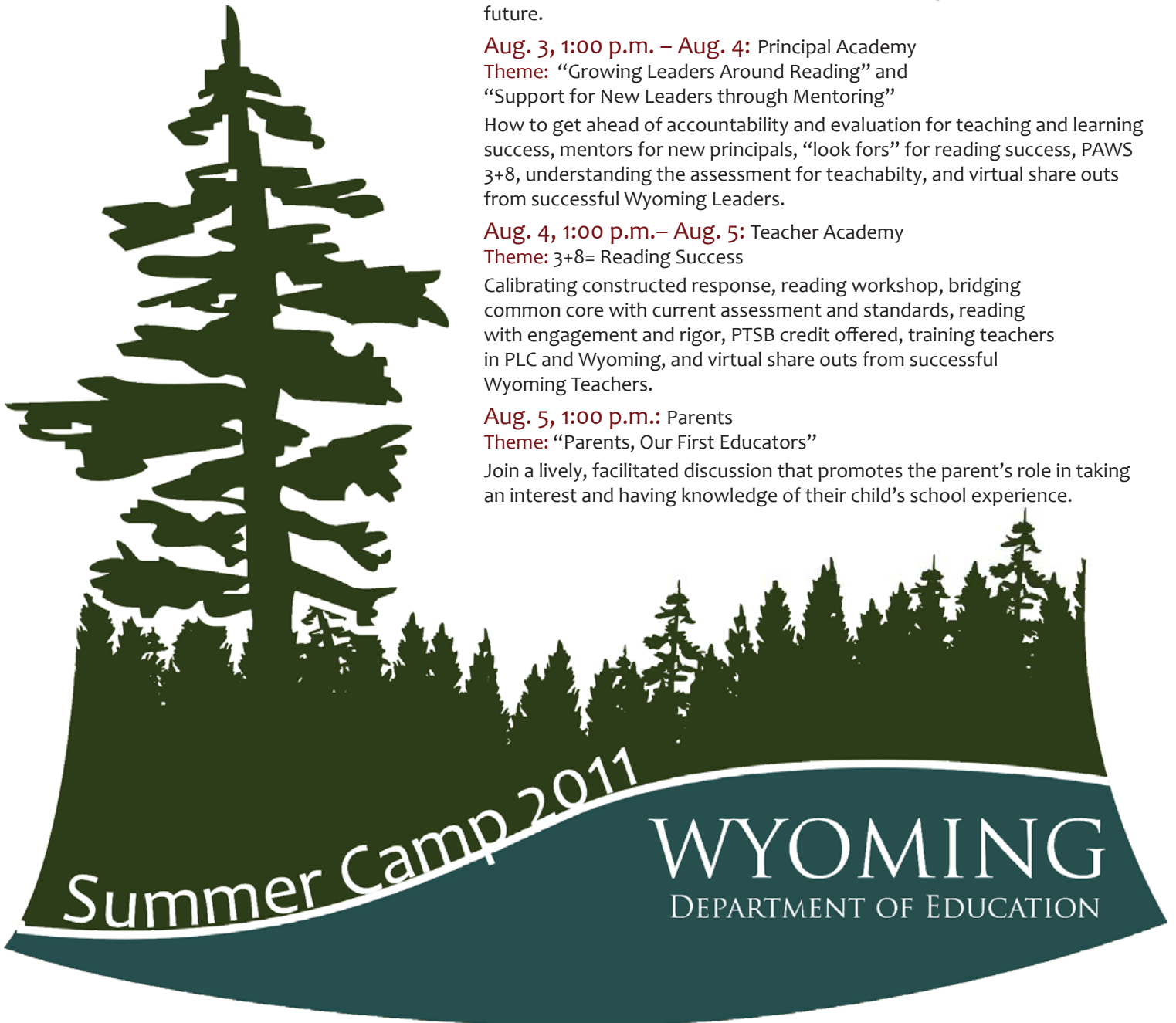
Theme: 3+8= Reading Success

Calibrating constructed response, reading workshop, bridging common core with current assessment and standards, reading with engagement and rigor, PTSB credit offered, training teachers in PLC and Wyoming, and virtual share outs from successful Wyoming Teachers.

Aug. 5, 1:00 p.m.: Parents

Theme: “Parents, Our First Educators”

Join a lively, facilitated discussion that promotes the parent’s role in taking an interest and having knowledge of their child’s school experience.

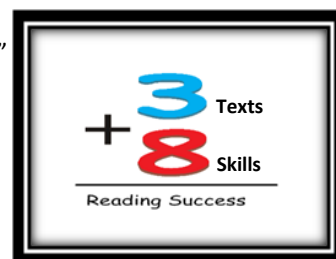




Urgent

WDE Reading Success Institutes

- Deliver improved reading scores
- Apply what Popham and Farr call “instructionally supportive assessment”
- See and practice PAWS **3+8 Reading Success** models
- Take away prompts that grow comprehension and lessons (face-to-face and virtual) to use in your classroom and with teacher teams
- Practice Constructed Response calibration
- Earn University of Wyoming or PTSB credit, optional
- Work with WY grade-specific teacher/facilitators in WY-wide PLC



T2T Teacher-to-Teacher

Join the learning journey with other successful Wyoming teachers—
grades 3-8 and 11—
to improve reading achievement on all assessments.

MARK YOUR CALENDARS!!!
Sheryl Lain encourages
teachers to attend.

2011 Institute Dates and Locations

August

5-6	Casper
8-9	Cody
9-10	Riverton
10-11	Lander
11-12	Pinedale
12-13	Evanston
15-16	Afton
19-20	Newcastle
26-27	Torrington

September

9-10	Rock Springs
16-17	Saratoga
23-24 (TBA)	Jackson
30	Sheridan

October

1	Sheridan
7-8	Gillette
14-15	Cheyenne
21-22	Buffalo
28-29	Laramie

November

4-5	Douglas
11-12	Wheatland



Contact Amy Enzi
for
Information and register
by e-mail at:
enziwyt2t@yahoo.com

Include the following items:

- Your Name
- School
- Grade level that you teach
- Contact information for the summer
 - Your e-mail address
 - Telephone number

The Story behind the Institutes
by Sheryl Lain

Wyoming reading scores on PAWS should be better. That was my belief long before I joined the Wyoming Department of Education (WDE) in January 2011. I didn't know why, but reading did not show the improvement that students and teachers work so hard to achieve. Then, about a month after arriving at the WDE, I met Jim Popham, a famous national assessment researcher and guide, who was in on the groundwork with Wyoming assessments. He took me aside and told me this story, *"The PAWS reading portion was researched by Roger Farr who, with Popham, wanted to make large-scale assessments 'instructionally supportive.' So, Farr created 'Purposeful Reading' wherein he detailed 3+8—the three kinds of texts people use and the eight most substantive reading strategies arrayed around these texts. This 3+8, coupled with the rubric to score constructed responses and the 8 basic prompts, should be shared widely with Wyoming teachers."* That's what Popham said.

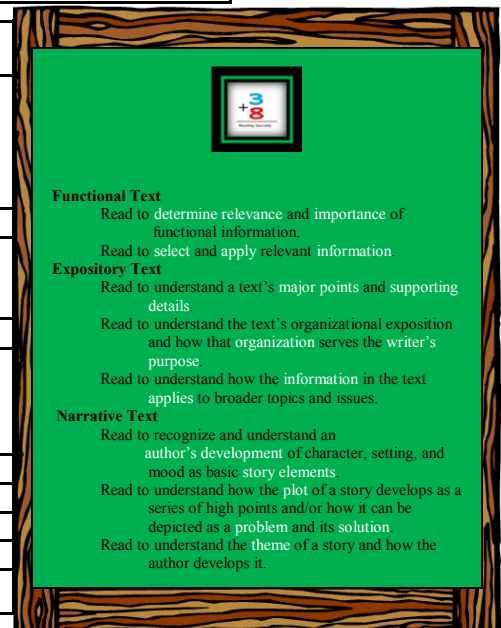
Dr. Popham continued, "Wyoming had not completed instruction of 3+8." That is what the 10 hour Institute coming to your area is all about—a heavy lift in a short time focusing on improving our student's reading skills. And what better way to get this word out than to get teachers to teach teachers? Therefore, I have enlisted a teacher corps led by Amy Enzi. The first group of teachers will pass the baton to other teachers as we move through the months of training from August to December. We are working hard to share the three kinds of texts, the eight strategies, prompts, student papers, calibration of these papers—all wrapped up by modeling reading strategy lessons in whole class and small group settings. We will learn and practice together in grade level groups, and, for breaks, we will listen to the wise, comforting, and inspiring words of Jim Popham, Richard Allington, and others—words and images we've captured on video from their recent Wyoming visit.

A side note: the 8 Farr strategies match Common Core reading as well as the older version of WY reading standard/benchmarks. These are the same strategies as explained by Pearson and modeled by the PEBC. It's lovely how all of this converges!

The following is a tentative agenda about how we will share and practice the 3+8.
Tentative Workshop Agenda *

FRIDAY	
4:45 p.m.-5:15 p.m.	Registration
5:15 p.m.-6:00 p.m.	Small groups in classrooms by grade level Getting to Know You: Building Community
6:00 p.m.-6:15 p.m.	Drink and Drain—Snacks
6:15 p.m.-6:30 p.m.	UW and PTSB issues, course syllabus, how to avail themselves of video club
6:30 p.m.-6:50 p.m.	What is 3+8? Overview. Why it grows readers? Popham video
6:50 p.m.-7:15 p.m.	Read Roger Farr: Why will 3+8 grow readers? Debrief
7:15 p.m.-8:00 p.m.	3+8 in action! Narrative text plus strategies of: plot, theme, literary elements T2T Teacher #1: Model with a workshop approach.

SATURDAY	
8:00 a.m.-8:20 a.m.	Warm up.
8:20 a.m.-9:30 a.m.	Narrative Revisit modeling whole class approach Organization of constructs Rubric See student samples Prompt writing on 3 narrative strategies
9:30 a.m.-9:45 a.m.	Break
9:45 a.m.-11:30 a.m.	Expository Model in small group (guided) approach See kid samples Prompt writing
11:30 a.m.-12:30 p.m.	LUNCH
12:30 p.m.-1:45 p.m.	Functional Model whole class again See Sam Bennett, PEBC, in action See student samples Prompt writing
1:45 p.m.-2:30 p.m.	Calibrate
2:30 p.m.-2:45 p.m.	Break
2:45 p.m.-3:45 p.m.	Meet Allington and Debrief
3:45 p.m.-4:00 p.m.	Closing Celebration
4:00 p.m.	Goodbye from Wyoming's largest PLC!



3+8
Reading Strategy

Functional Text
Read to determine relevance and importance of functional information.
Read to select and apply relevant information

Expository Text
Read to understand a text's major points and supporting details.
Read to understand the text's organizational exposition and how that organization serves the writer's purpose
Read to understand how the information in the text applies to broader topics and issues.

Narrative Text
Read to recognize and understand an author's development of character, setting, and mood as basic story elements
Read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution
Read to understand the theme of a story and how the author develops it.